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ABSTRACT

The Work Keys System from the American College Testing Program is an innovative national system that provides a continuous structure for documenting and improving the workplace skills of individuals. By providing individuals with reliable information about their own skill levels and the levels required for jobs, Work Keys can help individuals make solid career decisions. An integrated four-component system has been designed to facilitate communication through: (1) assessment; (2) job and occupational profiling; (3) reporting services; and (4) instructional support. The assessment component measures worker skills with regard to applied mathematics and technology, reading and listening, information gathering, and teamwork. Job profiling identifies the skill levels needed for various jobs. Scoring and reporting services make the assessment and profiling information available to organizations and individuals. Instructional support comes from the targets for instruction identified for each skill area. Work Keys services are offered through licensed Work Keys service centers to be established in a number of locations. Eight figures and a table support the discussion. A sign-up sheet for pretesting is enclosed. (SLD)

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WORKKEYS™

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A BRIEF INTRODUCTION

In the past decade, concern has mounted that American workers, both current and future, lack the workplace skills necessary to meet the challenges of technological advances, organizational restructuring, and global economic competition. The **Work Keys System** from American College Testing (ACT) is an innovative response to this problem. **Work Keys** is a national system that provides a continuous structure for documenting and improving individuals' workplace skills. These include various problem-solving, communications, and personal skills. By providing individuals with reliable information regarding their own skill levels and the skill levels required for jobs, ACT can help these individuals make solid career decisions.

ACT consulted with employers, educators, and experts in employment and training requirements to develop a list of generic workplace skills that apply to a wide range of jobs, that are teachable in a reasonable period of time, and facilitate job analysis. After considerable review, ACT identified several critical skills to form the basis of the **Work Keys System**. Among these skills are the following: applied mathematics, applied technology, listening, locating information, observation, reading for information, teamwork, and writing.

As these critical generic workplace skills were identified, ACT developed an **integrated four-component system** designed to

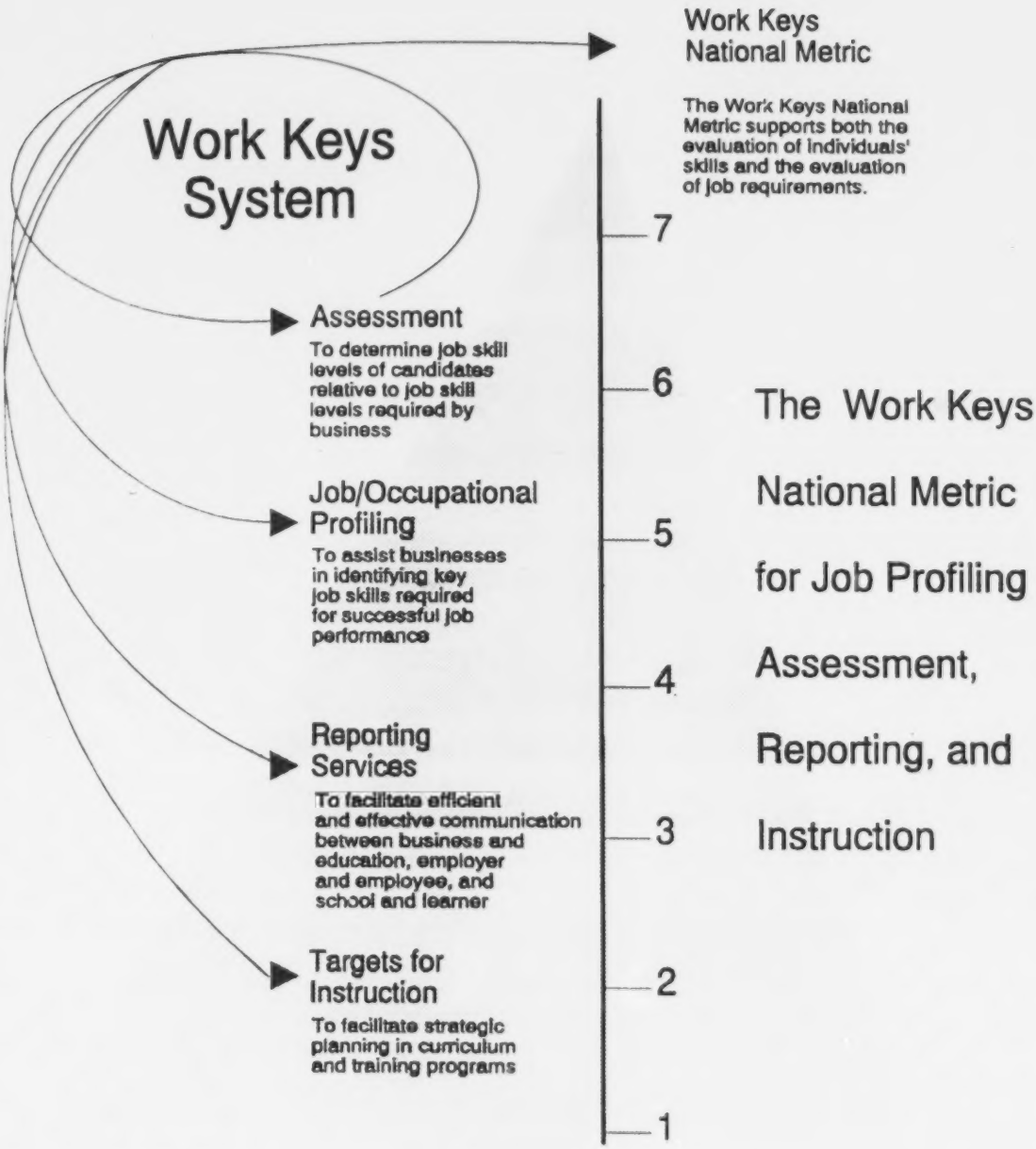
1) measure these skills (assessment);

2) identify these skills and the levels of those skills needed for particular jobs or occupations (job profiling);

3) provide individuals, educators, and employers with the information they need to make career choices, to plan and evaluate training programs, and to identify qualified employees (reporting); and

4) supplement or reinforce workplace skills instruction (instructional support).

Welcome to the Work Keys System!


Work Keys
National Metric
The Work Keys National Metric supports both the evaluation of individuals' skills and the evaluation of job requirements.
Work Keys System
Assessment
To determine job skill levels of candidates relative to job skill levels required by business
Job/Occupational Profiling
To assist businesses in identifying key job skills required for successful job performance
Reporting Services
To facilitate efficient and effective communication between business and education, employer and employee, and school and learner
Targets for Instruction
To facilitate strategic planning in curriculum and training programs
7
6
5
4
3
2
1
The Work Keys National Metric for Job Profiling Assessment, Reporting, and Instruction

- For the first time, there is a **national metric** that facilitates accurate, reliable, easy, and straightforward communication regarding job skill needs for training, hiring, EEO and ADA compliance, federal programs evaluation (Carl Perkins), job selection, and more.

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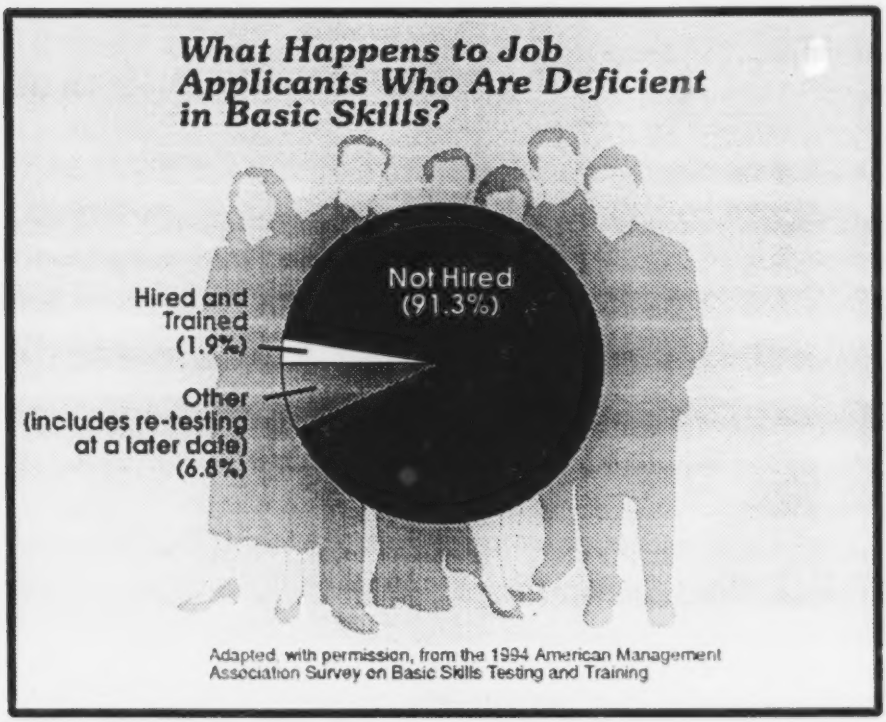
• THE CONCERN

America's interest in improving the performance of its workforce is higher today than at any time this century. Increasingly, employers, both large and small, are open to alternative ways of developing the skills of the individuals they are hiring and/or investing in the skill development of their existing workforce. The business community, in particular, is highly interested in helping present and future workers acquire the skills necessary to meet the challenges of technological advances, organizational restructuring, and global competition in today's economy.


What Happens to Job Applicants Who Are Deficient in Basic Skills?
Not Hired (91.3%)
Hired and Trained (1.9%)
Other (includes re-testing at a later date) (6.8%)
Adapted, with permission, from the 1994 American Management Association Survey on Basic Skills Testing and Training

The nation's employers have reason for concern about the skill levels of both prospective and current employees. Too many job applicants lack the skills required to be fully productive on the job, and too many current employees lack many of the skills required by the new technologies and methods being implemented in today's workplace.

• THE CHALLENGE

In the race to meet these challenges, however, there are many stumbling blocks which must be overcome. A common system for articulating the skills needed for actual work tasks has long been missing in discussions between educators, trainers, and business leaders as they consider how best to revitalize the American workforce. Such a system would provide a common metric by which business requirements could be clearly stated and defined, and would guide the development of instruction and training curriculum to respond to the skill deficiencies evident in the workforce and those entering it.

• THE RESPONSE

ACT has developed the Work Keys system which provides the common metric that has, to date, been lacking. It enables those having a stake in raising the performance of this nation's workforce to communicate effectively and productively.

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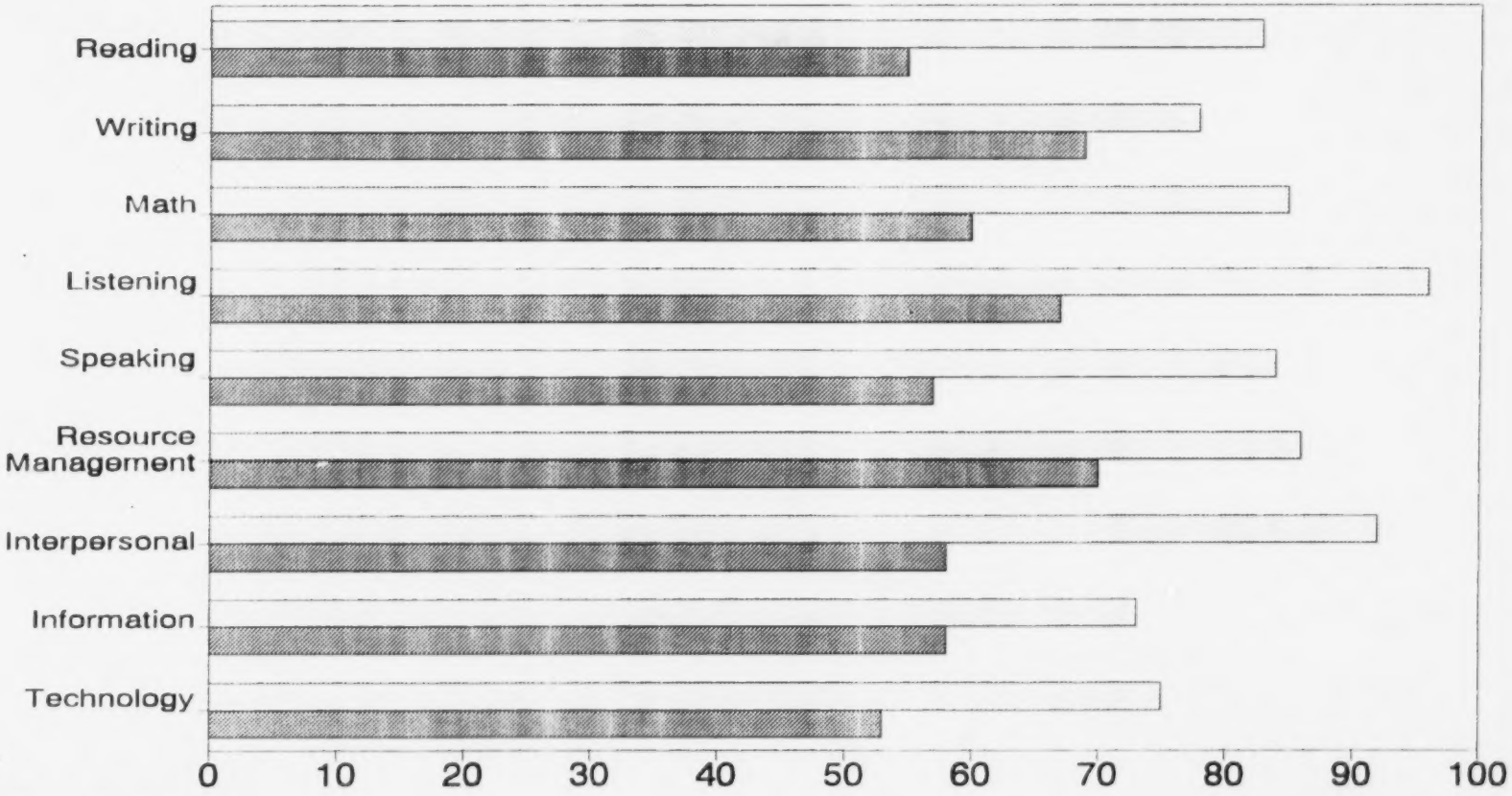
Crucial Skills Workers Lack



SOURCE: National Alliance of Business
Work America Vol. 11 Issue 6, July 1994, p.5

ASSESSMENT

The Work Keys assessment component enables individuals to demonstrate their competencies in Work Keys skill areas through performance-based testing. The scores from these assessments are criterion referenced (i.e., they are measured against predetermined levels of proficiency in skills required for effective job performance). Current Work Keys assessments include:

- ***Applied Mathematics*** measures the examinee's skill in applying mathematical reasoning to work-related problems. The test questions require the examinee to set up and solve the types of problems and to do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes, but is not limited to, all required formulas is provided.

- ***Applied Technology*** measures the examinee's skill in solving problems of a technological nature. The content covers the basic principles of mechanics, electricity, fluid dynamics, and thermodynamics as they apply to machines and equipment found in the workplace. Oriented toward reasoning rather than mathematics, any calculations required to solve a problem can be readily performed by hand. The emphasis is on identifying relevant aspects of problems, analyzing and ordering those aspects, and applying existing materials or methods to new situations.

- ***Observation*** measures the examinee's skill in paying attention to instruction and noticing details. When presented with increasingly complex situations, examinees must watch for such particulars as steps to be followed in a process, elements of a safety procedure, or attributes of quality-control standards. Scenarios and questions are based on actual demands of the workplace, and selections take the form of video presentations of individuals in various workplace settings.

- ***Reading for Information*** measures the examinee's skill in reading and understanding work-related reading materials. The reading passages and questions are based on the actual demands of the workplace. Selections are in the form of memos, bulletins, notices, letters, policy manuals, and governmental regulations.

- ***Listening*** measures the examinee's skill at listening to and understanding work-related messages. The assessment is administered via an audiotape which contains all directions and messages. Examinees are asked to listen to the audiotaped messages and then compose written messages based on the messages they heard. The examinee is placed in the role of an employee who receives information from customers, co-workers, or suppliers, and must then write down the information to communicate it to someone else. This context is provided to help examinees understand that they should include all of the information in their response.

- ***Writing*** measures the examinee's skill at writing work-related messages. The assessment is administered via the audiotape which also contains the *Listening* assessment and which contains all directions and messages. Scoring is based on the writing mechanics and style, not on the accuracy or completeness of the information.

- ***Locating Information*** measures the examinee's skill in using information taken from workplace graphic documents such as diagrams, blueprints, floor plans, tables, forms, graphs, charts, and instrument gauges. Examinees are asked to locate, insert, compare, summarize, and apply information contained in one or more related graphics. At the highest level, examinees are asked to make decisions and draw conclusions based on information contained in one or more graphics.

- ***Teamwork*** is a video-based assessment which measures the examinee's skill in choosing behaviors and/or actions that simultaneously support team interrelationships and lead toward the accomplishment of work tasks. Examinees must recognize the team's goals and identify ways to accomplish those goals in increasingly complex workplace situations, such as those where the resources needed to accomplish the task are not readily available.

Several other Work Keys assessments are under development, including an assessment of Work Habits (tentatively available fall, 1996).

Overview of Work Keys Assessments

SKILLS	TIME	TYPE	CONTENT
Problem-Solving			
Applied Mathematics	40 min.	Multiple-choice	Workplace word problems
Applied Technology	45 min.	Multiple-choice	Understanding and troubleshooting mechanical, electrical, fluid, and thermodynamic systems and equipment (not mathematical)
Observation	60 min. (2 parts, 25 min. & 35 min.)	Video-situations, multiple-choice response	Following steps in process, adhering to safety requirements, and maintaining quality control
Communication			
Reading for Information	40 min.	Multiple-choice	Memos, notes, and manuals from the workplace
Listening and/or Writing	40 min.	Audiotape, constructed-response	Telephone and in-person messages, meetings
Locating Information	35 min.	Multiple-choice	Placing and finding information in graphs, tables, blueprints, and other graphics
Interpersonal			
Teamwork	80 min. (2 parts, 40 min. each)	Videotape, multiple-choice	Supporting the team while accomplishing the task

JOB/OCCUPATIONAL PROFILING

The job/occupational profiling component helps employers identify the levels of skills current and prospective employees need to perform particular jobs effectively. It also gives individuals a clear picture of the skill levels they need to qualify for the jobs they want. This component combined with the assessments, instruction, and reporting allows students and workers to make decisions about appropriate jobs and to identify areas they need to strengthen in pursuing their education and career goals.

The Work Keys job/occupational profiling process develops accurate profiles through a systematic task analysis that selects the tasks most important to a job and through skills analysis that identifies the skills and skill levels required for effective performance on that job. Analysts trained and certified by Work Keys industrial/organizational psychologists conduct the job/occupational profiling.

The Work Keys job profiles resulting from this process assist employers, individuals, educators, and trainers in making appropriate education, selection, training, and promotion decisions.

In profiling a job, the analyst first obtains background information about the company where he or she is profiling and about how the job to be profiled fits into that company. Using this information, the analyst begins the task analysis by consulting the *Dictionary of Occupational Titles* to develop a task list comprising the tasks most relevant to the job being profiled. Then the analyst meets with incumbent workers or experts on the job being studied (subject matter experts or SMEs), and they jointly tailor the list to make sure it accurately and completely describes the job. The SMEs may add, delete, consolidate, and/or change any task description to make sure it accurately depicts their job as it is performed in their company.

After carefully examining this task list, the SMEs individually rate the tasks according to **Importance** and to **Relative Time Spent**. Importance refers to the task's significance to overall job performance. Relative Time Spent is the amount of time spent performing this task compared to that spent on other tasks. The average Importance rating is multiplied by the average Relative Time Spent rating to obtain a **Criticality** rating. The tasks are then rank ordered according to their Criticality ratings. Finally, the SMEs review the rank ordering, remove the least important tasks, and make any necessary revisions to those tasks remaining.

After identifying the tasks most critical to job performance, the SMEs begin the process of skills analysis in which they identify the tasks associated with each Work Keys skill and then determine the levels of those skills required to perform the critical tasks. First, the analyst presents detailed descriptions of each of the Work Keys skills to the SMEs. These descriptions include examples of problems or situations employees must deal with at each level. The SMEs determine, first individually and then as a group, the Work Keys skill areas that are relevant to the job and the skill levels necessary for effective performance in their job. The final product of this profiling process is a document listing the most important tasks an individual in that job must perform and, for each relevant skill area, the skill level required on the job.

The Work Keys job profiles resulting from this process assist employers, individuals, educators, and trainers in making appropriate education, selection, training, and promotion decisions.

The Eight Key Steps of the Work Keys Job Profiling Process

ACT Job Analyst:

1

Compiles a comprehensive list of tasks associated with the job.

Incumbent Job Workers/Supervisors:

2

Review and amend the list for relevance to the job.

3

Rate the importance of the task to the job.

4

Rate the relative time spent performing the task compared to other tasks.

5

Identify the most critical tasks to job performance based on the two ratings.

6

Determine the Work Keys skill or skills needed to perform each critical task.

7

Determine the Work Keys skill levels needed to perform the critical tasks.

8

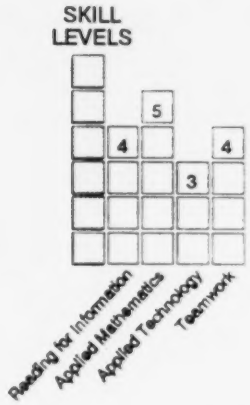
Determine the level of each Work Key skill needed to be successful on the job.

Work Keys National Metric in Action—As Easy as A-B-C

A. Job Profiling

Profile of necessary skills identified by and determined by employees working on widget assembly

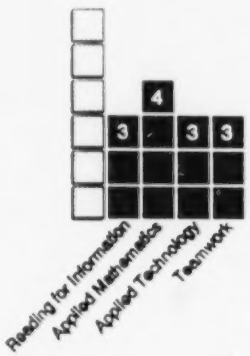
Levels identified are a result of job profiling using the Work Keys Metric.



B. Assessment and Reporting

How job candidate Pat Smith performed on those key skill areas assessed for the widget assembly job

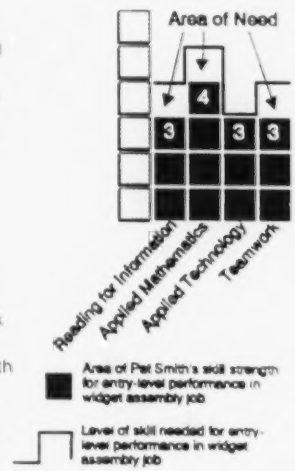
Levels identified are a result of assessment using the Work Keys Metric.



C. Targets for Instruction

A comparison of Pat Smith's skill levels with the skill requirements for the widget assembly job

The areas of Reading for Information, Applied Mathematics, and Teamwork are targeted for instruction/additional training if Pat Smith is to be hired for the widget assembly job. Pat Smith's skills in Applied Technology meet the job requirements.



SCORING AND REPORTING SERVICES

The Work Keys reporting component facilitates the distribution of information to businesses, educational institutions, agencies, and individuals. This information helps

- individuals make career choices.
- educators evaluate curriculum and provide career guidance.
- businesses plan training programs and screen prospective employees.

The scores for the Work Keys assessments are criterion referenced. They indicate the skills of an individual with respect to the content of each assessment. The standard examinee reporting package includes several different types of score reports: Chart Essay Reports, Individual Reports, Roster Reports, and Vocational Information Reports. In addition, Work Keys can design and generate customized reports to meet the specific needs of employers and educators.

CHART ESSAY REPORTS

The Chart Essay Report, produced for each assessment administered, is organized around a standard set of questions such as, Do the scores of males and females differ on the *Reading for Information* assessment? Each page of the Chart Essay Report provides information about one question in both table and bar graph form. The number and percentage of examinees attaining each of the score levels are presented in a table at the top of the page, and the percentage of examinees at each score level is presented in a bar graph at the bottom of the page.

This report provides general descriptive information regarding how various groups of examinees scored on an assessment. This type of information may be helpful in answering questions about examinees in specific programs and grade levels, and in other subgroups.

ROSTER REPORTS

The Roster Report contains four to six lines (depending on the number of assessments administered) of information for each examinee. This information includes the assessment score(s), demographic data, and job-related data (e.g., job-seeking information, career choice). Some of the information on this report is coded to save space and improve readability. One copy of this multi-page report is provided per client order.

The Roster Report is most useful to counselors, teachers, and/or trainers who are interested in scanning a list of examinee information in a condensed format. For example, a counselor might use this report to determine if interventions are needed for a particular group of examinees.

INDIVIDUAL REPORTS

The Individual Report is a multi-page report with three distinct parts.

- Part one provides the examinee's skill level for each assessment administered and descriptions of

the tasks associated with that level. It also provides strategies the examinee may use to improve his or her level(s) of skill(s).

- Part two gives the examinee's scores along with demographic and other information provided by the examinee during assessment.

- Part three is a Work Keys Summary. Although similar to the first part, the format of the this summary makes it suitable for the examinee to copy and attach to job or school admission applications.

Two copies of the Individual Report are printed for each examinee. One copy of this report may be retained for the examinee's file.

The information from this report is to be used for course planning, career guidance, and individual goal setting. An examinee might use this information to determine that his or her current career goals require improvement of certain skill areas (e.g., math or teamwork skills). Guidance counselors might use the information to identify areas in which individuals need or want help. For example, an examinee who is unsure about his or her career choice might explore the occupations available given his or her skill levels.

Vocational Information Reports

The Vocational Information Report is a multi-page report compiling information provided by examinees regarding job status and interests. This report presents the percentage of examinees expressing interest in particular jobs (selected from a given list), the percentage of examinees currently holding particular jobs (selected from the same list), and the number and percentage of examinees currently seeking employment or wanting help in obtaining a job. Two copies of this report are provided per client order.

This information is to be used in determining the career goals of a group of examinees and whether those goals match the occupational opportunities in a given city or region. The Vocational Information Report could also be used to help determine the job-seeking help most needed by a group of examinees and might best be served by a group activity or course.

Local Items Reports

The Local Items Report is a general summary of the examinee responses to questions developed and provided by the Work Keys client. The client has the option to administer local items designed to collect additional information, such as information about an examinee's instructional experiences (e.g., a site might ask about the quality of the training or instruction at that site). The Local Items Report provides the number and percentage of examinees choosing each answer option for each item. The Work Keys answer foider contains space for responses to 20 local items. In addition, space for responses to 10 "local use only" items is attached to each test block on the answer folder. This space enables clients to ask test-specific local items (e.g., questions about experience using calculators). One copy of this report is provided to clients who choose to administer local items.

TARGETS FOR INSTRUCTION

The Work Keys instructional support component provides instructors, curriculum developers, and those involved in the job-training process with materials that facilitate their efforts to help learners improve their workplace skills. A series of *Targets for Instruction*, designed to aid the development of appropriate curricula and effective instructional strategies for teaching the Work Keys skill areas, is central to this component.

The *Targets for Instruction* developed for each skill area are not intended to be a complete curriculum nor to replace an education methods course. The instructors who use these Targets know how to teach and, in many cases, are already teaching some aspects of these skill areas, although perhaps not in a formal way. The Targets do not tell instructors **how** to teach, but instead, outline the skills and the levels of those skills assessed by Work Keys so instructors know **what** skills have been identified as important by the business community.

Curriculum experts, working with content specialists, developed the *Targets for Instruction* for each of the Work Keys assessments. The *Targets for Instruction* provide detailed descriptions of the cognitive and content skills assessed by the Work Keys tests at each level. In addition, the Targets give specific information about the skill requirements, distinguishing each level from the one immediately preceding it. Instructors can use this information to devise strategies for helping learners build their proficiency in the Work Keys skills. The Targets also contain suggestions about materials, techniques, and activities that are useful in teaching workplace skills, and they include lists of resources for instructors to consult when building curricula.

The Work Keys assessments, used in tandem with innovative curricula, can provide a powerful one-two punch of diagnostic analysis and prescriptive instructional intervention to improve the workplace skills of both students and employees. Secondary schools and postsecondary institutions can use the *Targets for Instruction* to supplement or reinforce existing curriculum, connecting that curriculum more directly to the demands of the workplace. Moreover, businesses can use this component to design training programs to upgrade their employees' skills.

TARGETS FOR INSTRUCTION

- Resources for curriculum design and instruction
- Description of skills and knowledge covered at each level
- Suggestions for instructional strategies to guide learners to the next higher skill level
- Tips for integrating workplace skills instruction with the current curriculum

WORKKEYS™

SERVICE CENTERS

The Work Keys system is increasingly being embraced both by educators, who see in the system a means of connecting workplace needs with their teaching, and employers, who see benefit in direct connections between the skills required for specific jobs and the level of skills of the individuals applying for or filling those jobs.

Because many employers are not equipped to profile the skill levels required in their jobs, to assess prospective and current workers as to the skills they bring to those jobs, and to conduct training to develop the skills, they are looking increasingly to technical and community colleges, adult education centers, vocational and technical schools and other education/training providers, for help. The Work Keys system was developed as the common link among individuals seeking or in jobs, educators/trainers and employers. While all of these parties can access Work Keys in a variety of ways individually, ACT has recently designed a new concept to strengthen the connections between all three parties and to enable providers the flexibility to use the Work Keys system as a centerpiece of their outreach and service to employers and to individuals seeking or needing skill development and job training. This new concept--the Work Keys Service Center--enables those providing instruction and training to access the complement of Work Keys components (Assessments, Job Profiling, Instructional Support, and Reporting) on demand and to deliver them directly to individuals and employers.

Businesses may have jobs profiled to determine the skills and skill levels required for those jobs. A Work Keys Service Center may contract with local companies to provide assessment, training, or assistance in locating appropriately skilled employees or in providing skill-building training to incumbent workers.

The key to providing these services is the ***licensed Work Keys Service Center***. Licensed Work Keys Service Centers provide unique and special access to the Work Keys system products and services which are designed to serve a wide variety of clients and purposes. As an ACT-licensed Work Keys Service Center, an organization or institution is authorized to administer the Work Keys assessments "on demand" and to use the Work Keys Express Score system™ for quicker scoring of the multiple-choice assessments. But the concept of the Work Keys Service Center, like the concept of the Work Keys system itself, goes far beyond assessment. The Work Keys Service Center offers both the licensed organization and its clients far greater opportunities for growth and success.

Nature of the Work Keys Service Center. Licensed to educational institutions — for example, technical or community colleges, adult education centers, or vocational or technical schools — that provide instruction in one or more of the Work Keys skill areas, Centers offer a wide range of Work Keys programs and services, including job analysis services, assessments, standard and Express Scoring™, and instruction. Some may also offer career counseling, job placement, or other services.

Some Centers may wish to have additional satellite sites, which will offer Work Keys services under the authority of the Center. In such instances, the Center will conduct all administrative functions for the satellite locations and instructional and job analysis services may be offered on a shared basis. For example, several sites may share the services of an instructor or job profiler. To be considered satellite sites, the additional sites must be covered under the same contract as the Service Center and be a legally constituted part of the Service Center. ACT will bill the Service Center for services provided to all the sites, but Work Keys materials may be shipped to and from both the Center and its satellite sites directly.

Opportunities for the Work Keys Service Center. The concept of the Work Keys Service Center is one that incorporates the idea of *value-added* service: Work Keys services and products are a framework upon which the Service Centers may build. The Work Keys system provides the opportunities to the Service Centers; success in realizing those opportunities depends mainly upon how the Centers package and deliver assessment, job analysis, instructional, and guidance services.

The universe of potential Work Keys clients, and their needs, are vast and varied:

- ✓ **Businesses** may have jobs profiled to determine the skills and skill levels required for those jobs. A Work Keys Service Center may contract with local companies to provide assessment, training, or assistance in locating appropriately skilled employees or in providing skill-building training to incumbent workers.

- ✓ **Individuals** may choose to be assessed at their convenience to determine and document their skill levels for the Work Keys skill areas. Once an individual has taken the assessments, the Service Center may offer career counseling and guidance, assistance with job searches, training, or referral.

- ✓ **Educators** may direct students to the Service Center for assessment and appropriate training. An organization licensed as a Work Keys Service Center might offer guidance in developing a vocational curriculum.

Benefits of the Service Center. Upon acceptance as a Work Keys Service Center, the licensed organization will receive the following benefits:

Educators may direct students to the Service Center for assessment and appropriate training. An organization licensed as a Work Keys Service Center might offer guidance in developing a vocational curriculum.

- ✓ The Center may store Work Keys assessments for on-demand administration. Since Work Keys is a secure assessment program, only Work Keys Service Centers can meet the demands of both those who wish to assess on a fairly frequent basis and those who have need for immediate assessment results. Other agencies which administer the Work Keys assessments are limited both in the type of clientele they may assess (e.g. schools may assess only their own students) and in their access to the assessments (e.g., they must place advance orders with ACT each time they wish to give the assessments).

- ✓ The Center is licensed to use Work Keys Express Score software, which provides for near immediate (within 60 minutes) scoring of the multiple-choice Work Keys assessments. Other agencies have access only to standard scoring services with a turnaround of ten days or less or, at additional costs, the 24-hour service via overnight mail or fax transmittal. There is a 50¢ surcharge for each examinee answer folder processed through the Express Score system. Each folder contains up to five assessments.

Individuals may choose to be assessed at their convenience to determine and document their skill levels for the Work Keys skill areas. Once an individual has taken the assessments, the Service Center may offer career counseling and guidance, assistance with job searches, training, or referral.

- ✓ The Center can offer its clients additional services linked to the Work Keys assessments. These additional services may include instruction, career counseling, and consultation.

- ✓ The Center may determine its own charges to clients for programs and services offered in connection with the Work Keys system except as specified in the license agreement.

Applying for a Work Keys Service Center License. To request an application for a Work Keys Service Center license, please contact your local ACT representative or call Work Keys Client Services at 1-800-WORKKEY (967-5539).

Once you have been approved as a Work Keys Service Center, you will be informed of next steps necessary to implement Work Keys-related services. We look forward to your joining a rapidly expanding network of workforce development service providers. Together, we can work together to give America's workforce the competitive edge it needs in today's global economy.

NATIONAL WORKFORCE INITIATIVES

Broad national mandates have placed greater emphasis on industrial performance and productivity with increased interest in international comparisons in education and business. Several major initiatives have emerged from this thinking of workplace priorities and needs.

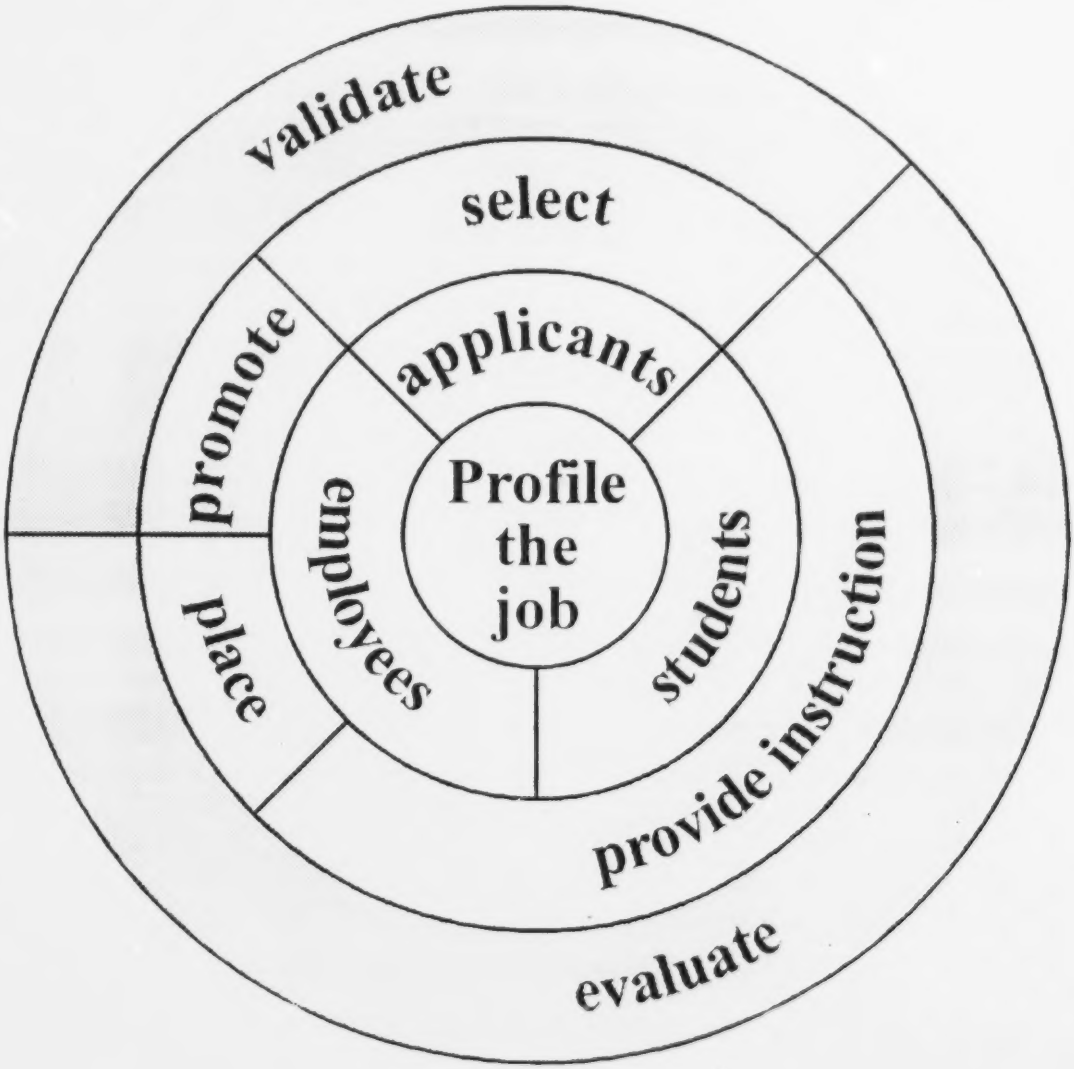
Work Keys system services is designed to help meet requirements of these national initiatives/legislation:

- *TECH PREP*
- *GOALS 2000*
- *CARL PERKINS*
- *SCHOOL-TO-WORK*
- *WORKPLACE LITERACY*
- *ONE-STOP CAREER CENTERS*

Contact the ACT office nearest you (identified on the back page of this booklet) to learn how the Work Keys system services can help meet objectives of these national programs.

iWORK™

Models of Use



ACT.

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ACT's eight field offices are grouped into four regions: East, Midwest, Southwest, and West.

EAST FIELD OFFICES

3355 Lenox Road, NE, Suite 320
Atlanta, GA 30326-1332
Telephone: 404/231-1952
FAX: 404/231-5945

Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia

Pine West Plaza IV
Washington Avenue Extension
Albany, NY 12205-5510
Telephone: 518/869-7378
FAX: 518/869-7392

Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

1315 E. Lafayette Street, Suite A
Tallahassee, FL 32301-4757
Telephone: 904/878-2729
FAX: 904/877-8114

Florida

MIDWEST FIELD OFFICES

300 Knightsbridge Parkway, Suite 300
Lincolnshire, IL 60069-9498
Telephone: 708/634-2560
FAX: 708/634-1074

Illinois, Indiana, Michigan, Minnesota, Missouri, West Virginia, and Wisconsin

412 East Wooster Street, Suite A
Bowling Green, OH 43402-2926
Telephone: 419/352-5317
FAX: 419/352-5467

Ohio

SOUTHWEST FIELD OFFICE

8303 MoPac Expressway North, Suite B 228
Austin, TX 78759-8369
Telephone: 512/345-1949
FAX: 512/345-2997

Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

WEST FIELD OFFICES

Cherry Creek Place 1
3131 South Vaughn Way, Suite 218
Aurora, CO 80014-3507
Telephone: 303/337-3273
FAX: 303/337-2613

Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming

10419 Old Placerville Road, Suite 262
Sacramento, CA 95827-2508
Telephone: 916/361-0656
FAX: 916/361-0699

Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington

NATIONAL OFFICE

2201 North Dodge St.
PO Box 168
Iowa City, IA 52243
Telephone: 1-800-WORKKEY
or (1-800-967-5539)
FAX: 319/337-1725

Iowa

ACT endorses the *Code of Fair Testing Practices in Education*, a statement of the obligations to test takers of those who develop, administer, or use educational tests and data. The *Code* sets forth criteria for fairness in four areas: developing and selecting appropriate tests, interpreting test scores, striving for fairness, and informing test takers. ACT is committed to ensuring that each of its test programs upholds the *Code's* standards as they apply to test developers.

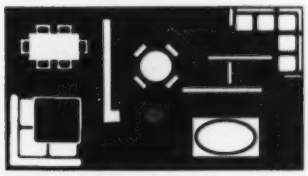
A copy of the full *Code* may be obtained free of charge from ACT Publications, P.O. Box 168, Iowa City, Iowa 52243, 319/337-1429.

WORKKEYS™

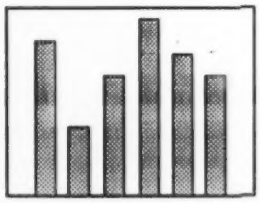
Locating Information Assessment

Can your learners use the information presented in common workplace graphics, like these?

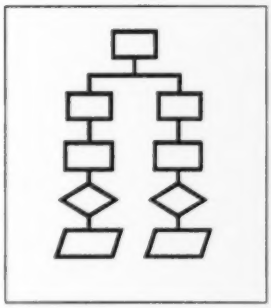
Gauges



Floor plans



Graphs



Charts

Here's your chance to experience this important employability skills product for free! Participate in Locating Information pretesting.

Call 1-800-WORKKEY (967-5539)
for information

ACT

ACT/Work Keys

Pretest Site Responsibilities

Locating Information

Site Responsibilities

- The site provides an appropriate location for test administration. This requires a quiet setting with adequate light, temperature control, and tables or desk space for all examinees (lap boards are not acceptable). If tables are used, there should be ample room between examinees so they will not be able to read each other's answer sheets.

- The site provides the test administrator and additional proctors as required by the size of the group to be assessed.

- The site provides #2 pencils for examinees to mark their answer sheets.

ACT Responsibilities

- ACT provides all necessary supplies and test materials for the test administration. This includes answer documents, test booklets, and administrators' manuals. All materials are copyrighted and must be returned to ACT after the pretesting. ACT pays the postage both ways.

- ACT staff works closely with each site to ensure the best possible scheduling and coordination, to answer questions, and to deal with any unanticipated situations.

- ACT scores the assessment and provides scores to the site by June 1, 1995.

Assessment Time

The entire testing process requires about 1 hour of which about 32 minutes is actual testing time.

Number of Examinees

- Business Sites--provide approximately 25 examinees per site

- Education Sites--provide approximately 100 examinees per site

WORKKEYS

Pretest Site Sign-Up Sheet

Pretest Site

School or Business Name: _____
Please circle one: High School, Technical School, Community College, Business, Other

Site Coordinator's Name: _____
Materials will be shipped to this person at the following address:

Site Coordinator's Address: _____

_____
City State ZIP Code

Telephone: _____ **FAX:** _____

Additional Site Information

1. Does the site coordinator have experience administering standardized tests? (Please check only one.) _____Yes _____No

2. How many test administrators will be used at this pretest site? _____

3. Indicate below the number of examinees to test ***Locating Information*** at your site:

   _____

4. The testing for ***Locating Information*** will take place February 20-March 3, 1995.

   What date(s) do you anticipate testing at your site? _____

General Pretesting Requirements

The assessment time is 32 minutes. Allow one hour for total administration time.

PLEASE RETURN THIS FORM TO:

Diane Walters, Program Services
ACT Operations Division
2201 North Dodge Street, PO Box 168
Iowa City, Iowa 52243

319/339-3093 or FAX 319/337-1578